



PRINCIPALS' QUICK REFERENCE GUIDE

2002-2003 School Profile



Butte Valley Elementary School



Butte Valley Unified School District

<http://www.bvalusd.org/>

Nikki Lane, Principal

Presented at the January 2004

Principals' Roundtable Webcast

615 West 3rd Street

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Northern California, Rural, K-6, 161 students

Percent Free/Reduced Lunch: 84%

English Learners: 29%

Demographics:

American Indian/Alaska Native	2%
Asian	0%
Pacific Islander	0%
Filipino	0%
Hispanic/Latino	45%
African American	0%
White (not Hispanic)	52%



API	
Year	Score
2003	707
2002	678
2001	590
2000	513
1999	467

[more API info](#)

Special Recognition

Title I Achieving School

Central Focuses of School Reform:

- In this remote rural community, one of the greatest challenges the principal faced was convincing the parents that the status quo in terms of student achievement was not good enough. After several years of work with parents through schoolwide parent meetings, parent-teacher conferences, and one-on-one meetings, parents are now convinced of the value of the school's instructional program reforms and take pride in the subsequent growth and achievement of their children. The principal states, "Getting the parents and the community as a whole 'on board' was critical to our success. Students would not be able to make the growth needed without the support of the home and community. We have encouraged parents and community members to come into the school. We have increased the number of volunteers from 2 to over 20. While none of these volunteers are regular, we have parents who are in the classrooms depending on the focus of the individual classrooms."
- Five years ago, the school had no coherent curriculum. The district Superintendent, who was the acting principal at the elementary school in the fall of 2000, purchased new state-adopted instructional materials for the elementary school just prior to the principal's assignment to the

school. Using the new materials for reading/language arts and mathematics was the first step in improving instruction and meeting standards. The principal used classroom observation to ensure proper implementation of the adopted curriculum. After seeing the results of using the new instructional materials at the end of the first year, the teachers were “sold” on the newly adopted programs and the value of a coherent and standards aligned curriculum. The principal states, “Once we had the curriculum in place, our next steps revolved around meeting the needs of individual students. We implemented skill level placement to ensure that learning gaps would be filled, and we laid the groundwork for solid progress for all students. Implementing differentiated instruction in every classroom was a strategy used to help meet this goal. Data, standardized test results, as well as curriculum embedded assessments, continue to be the tools used to assess student progress.”

- Professional development includes work on reading and language arts strategies across the curriculum, “Dealing with Poverty” (related to the work of Ruby Payne), as well as work on differentiated instruction resulting from extensive data analysis. The minimum day staff development has been a wonderful tool, allowing for articulation and a sharing of best practices. Teachers share information on individual student learning styles and preferences. Student skill progress is tracked from year to year, and teachers share student strengths and weakness with each student’s next teacher.

Additional Information:

- Prior to the start of school, three professional development days are devoted to data analysis and extended planning for the upcoming school year. Teachers examine individual student results for strengths and weaknesses. At this time, the teachers also analyze their own teaching strengths and weaknesses by reviewing student data and identifying areas in which all students scored poorly. The teachers then focus on how to improve the targeted areas, possibly employing different teaching strategies or focusing on reteaching. This reflection on teaching is something the school is focusing on particularly strongly during the 2003-2004 school year. The results are used in planning for the upcoming year.
- Parents receive monthly progress reports on academically at-risk students. For the first few years, with the assistance of a translator, the principal wrote the reports in the students’ home language. Parents may now access the reports through the use of a home or school computer.

Research/Resources:

- Payne, Ruby K., *Framework for Understanding Poverty*. 1998.
- Payne, Ruby K., *Understanding Learning: The How, The Who, and The What*, 2001.

Web Links:

- [School Site Web Page](#)
- [School Site API Data](#)
- [School Site CBEDS Data](#)